

School Activities

The National Extracurricular Magazine

OCTOBER, 1957



Leading the Homecoming Parade—Okmulgee High School, Okmulgee, Oklahoma



Members of Class on Way to Camp—Edgemont High School, Scarsdale, New York

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School Activities

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As the Editor Sees It



It is to be regretted that only a very few student council workshops include a daily "library period" or "study period" (perish the expression). Because of its obvious values we believe that every workshop should schedule and provide for such a period.

The Oklahoma plan is a good illustration. This period, the last in the morning in which nothing else is scheduled, is about an hour in length. The library is some suitable room equipped with adequate tables and chairs. There are two librarians whose job it is to look through the various publications and indicate pertinent articles, chapters, and sections, assist the delegates and sponsors in locating desired material, hand out references, and in other ways encourage the students and teachers to read the literature available. At least one written library report is required of each delegate.

The materials provided (by delegates, sponsors, consultant, and publishers) are numerous copies of *STUDENT LIFE* and *SCHOOL ACTIVITIES* magazines, books and bulletins on the student council, handbooks, school newspapers, constitutions, programs, clippings, and books in the general field of extracurricular activities, as well as "personality books" on manners and courtesy, clothes, dating and love, marriage, college, etc.

Why not schedule such a period for your next workshop, beginning with, say, a couple of periods during the week?

While on this topic of workshops may we again take off our hat to the sponsors who attend. Most of them give up some of their vacation time, and many even pay their own expenses. Further, nearly all of these sponsors work about as hard as the student delegates. An excellent example of unselfish leadership!

We find on our desk a request from Mr. Graber for a plea for assembly programs—"new, interesting, original, unusual, regular, short, long, funny, serious, educational, entertaining, different, same old stuff, any." And we'll add a plea for material on such other phases of assembly as administration, scheduling, handling, staging, competing, and financing. SO—give us some help! THANKS.

Six thoughts on good sportsmanship:

1. Good sportsmanship is not an inherent characteristic of human nature. It has to be developed.
2. This development cannot be started too early in the life of the child.
3. The best time to emphasize it is before, during, and following our two most important athletic seasons—football and basketball.
4. A student body which displays good sportsmanship sets a fine example for the adults present—who often are the worst offenders.
5. Good sportsmanship in no way cheapens a game or activity or decreases fair competition.
6. An interesting and varied program designed for the development of good sportsmanship is a perfectly proper project for any student council.

Crowded schools this year will mean, in many communities, a decreased emphasis upon some extracurricular activities. This may be helpful.

If this attention is intelligent it will mean a careful evaluation of the entire program, a tightening up in which those activities of less value will be eliminated first, AND bring added solid support to those which are most profitable.

Although "every student a participant" has always been suggested as a desirable ideal (it probably never was achieved and likely never will be), cutting down on the opportunities obviously will decrease the number of participants. Even this may not be all to the bad because the quality of participation will probably be improved.

It is well to remember that extent of participation may not always represent a good criterion of value. For example, a club with a large membership is not thereby necessarily more profitable than one with a small membership. It may be, but not necessarily so.

Is your student council treasurer bonded? He should be—not because you have doubts about his honesty, but because such a procedure represents good, dignified, and accepted business practice, and will, therefore, bring added respect from the business men of the community. AND, the expense is small.

Sportsmanship, personality, citizenship, scholarship are promoted through the organization of drives, meetings, assembly programs, public relations.

"Junior High Week" Is Invaluable

CERTAIN TIMES OF THE SCHOOL YEAR seem to be especially appropriate for attempting to rejuvenate some of the student interest in personal improvement and good school citizenship. Our student council attempts to do this during a week in February. Others do it at other times in late winter or early spring.

We call it Junior High Week and its purpose is to reemphasize the traditions and ideals of our school and, thereby, to aid in the continual promotion by our student council of good school citizenship. Another purpose is to help students develop a respect for the institution of education through developing a group attitude of responsibility and a feeling of belonging. This feeling creates security and a receptiveness to the development of student representation in the operation of the school program.

A council committee begins work early in December by selecting a suitable theme for the week. Several years ago, when it was decided to work on a project of this kind, we used "Take A Step Forward!" as the theme. This appeared as a slogan printed within the outline of a footstep on numerous posters promoting thoughts related to better citizenship. It also served as a theme for auditorium skits.

Since that time, we have used two other themes of a similar type. One was a play on the words "record" and "hit." "Make Your School

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Administrators

South Side Junior High School

Sheboygan, Wisconsin

Record A Hit!" was printed around a black and red representation of a phonograph record and served as the over-all theme for other promotional activity. Another theme was "Crossroads to Success," with the emphasis on taking the "right turn" at numerous crossroads. Signposts pointing in various directions, such as, "Success," "Opportunity," and "Failure" were used as the symbol for the theme.

In each case, small lapel cards with the theme slogan and symbol printed upon them are distributed and worn or used as bookmarks by the students.

Following the selection of a suitable theme, the steering committee of students begins making other plans for the week. Poster committees, skit committees, and blackboard slogan committees are among those given responsibilities as early in the planning as the steering group decides on areas of emphasis for the campaign.

An area of emphasis is decided upon by the committee for each day of the week. Among those used in past years by our students are these: "School Spirit Day," "Personal Responsibilities Day," "Civic Responsibilities Day," "Appreciation Day," "Opportunity Day," "Scholarship Day," "Etiquette Day," and "Leadership Day."

For each day students plan appropriate posters, appealing slogans, and either a half-hour auditorium program or shorter skits and announcements. In addition, various other activities are correlated within the day's program. This year, "Civic Responsibilities Day" was the occasion for an open and unrehearsed meeting of the student council on the auditorium stage.

During another year, a bus trip to a basketball game at an opponent school was sponsored by the council on "Sportsmanship Day." Still other correlating activities of this kind permit various opportunities to translate the week's objectives into meaningful practice.

The programs presented in the auditorium could be roughly compared to the medieval mo-

Our Cover

The upper picture shows the Okmuigee, Oklahoma, High School Band stepping out in full dress, leading the annual homecoming parade. Members of the Junior Band are shown carrying the American Flag. The parade was held in the afternoon and preceded the football game and other homecoming activities. The game was played with Central High School of Tulsa. The traditional pre-game crowning of the queen and attendants was an impressive ceremony. Incidentally, three members of the band were honored by being selected to play with the all-state band at a clinic held on one of the college campuses.

The lower picture shows a class, with its instructor, from the Edgemont Schools, Scarsdale, New York, on their way to camp. They are equipped for mapping, working in the timber, a cook-out, and clean-up, among other things. Much practical training and learning and experience are acquired through the media of such a program. See article on page 59.

rality plays in that there is considerable entertainment balanced with and interwoven with "the messages." In the past, the programs have relied quite heavily on anecdotes and testimonial devices, such as, quotations taken from articles on topics pertaining to character building and teenage affairs. These quotations came from well-known personalities popular with the students, including, Jack Webb, J. Edgar Hoover, several congressmen, and President Eisenhower.

The over-all program for each day is designed to arouse a wholesome concern for personal improvement. Each year, there are countless opportunities to illustrate meaningful relationships between privilege and responsibility.

School spirit, for example, can be given far wider meaning than the connotation of pep at athletic contests that commonly persists, especially among students of this age. Similarly, sportsmanship, scholarship, citizenship, personality, and various other concepts can be enlarged upon with the benefit for the student.

Qualities of character closely associated with moral and spiritual values can be brought out in interesting and novel presentations of anecdotes regarding personalities, such as, Glenn Cunningham, Helen Keller, Marian Anderson, and numerous others.

Considerable use can be made of appealing sayings, such as, "To reach the proper altitude in life it is necessary to combine the proper aptitude with the proper attitude," and "No opportunity is ever lost—the other student takes those you miss."

Similarly, additional appeal to a program can be added by use of parodies. At the time that the popularity of the recent version of "Yellow Rose of Texas" was very high, the melody was used for a parody pertaining to school spirit, ending in "You can talk about old North High, about Central make a fuss, but South Side Junior High School is the only school for us!" Words written to melodies used in popular radio and television commercials can also be used.

Throughout a campaign of this type, an effort is made to convey important information in a variety of interesting ways without resorting to "preaching" which would alienate those for whom the information is intended.

The use of student leadership and planning throughout this program develops both leadership within the student body and focuses the attention of the student group to a constructive effort which in turn instills both better human re-

lations and a bond of understanding, which encourages students to creatively use their talents to their fullest, constructive abilities. As the individual student begins to recognize his importance to the school, he in turn continues to contribute more to the group welfare.

If a "week" of this kind is part of a continuing campaign for improvement, carried on at all levels throughout the school year, it can produce many benefits. Students at our school have shown in many ways that they think the effort by the student council is worthwhile and beneficial.

In a recent questionnaire prepared by the council and distributed to 430 students, 343 of them answered affirmatively a question asking if the "week" benefited them. The week's auditorium programs were rated among the best by the students, and the benefits realized as a result of the campaign were listed as follows:

1. It made me think about my future. (156)
2. It reminded me of some of my responsibilities. (274)
3. It showed me how important I am to the school. (102)
4. It reminded me of the importance of my school record. (298)

Faculty members generally agree that the effort is worthwhile, and there are indications that it helps not only the conscientious students, but also those who are ordinarily "hard to reach" and who need some indirect persuasion from their peers in order to be a credit to their school and community.

Parents who have commented have been amazed at the enthusiasm and the responsiveness of their sons and daughters to this type of activity and have usually commented on the citizenship values of the program. This activity represents one constructive manner in which the school can create desirable attitudes toward the whole problem of citizenship.

TEAMWORK

You can pitch a no-hit ball game,
But it's just another loss
If the errors of your teammates
Put opponents' runs across.
You might be a brilliant runner,
Pass and kick with easy grace,
But you'll miss the winning touchdown,
If a teammate's out of place.
In the sporting world of business,
In the office or a mill,
Nothing can produce a winner,
Like a little teamwork will.

—Author Unknown

School is more meaningful when student morale, school spirit, student participation are at their best—materially enhanced by excellent assembly programs.

A Group Study on the School Assembly

THE ASSEMBLY HAS BEEN A PART of the school ever since organized education began. It was used at the time of the Greeks, and later the Romans, as a part of the educational process. In fact there was participation by the students in oratory, and the dance. During the dark ages, with the entire educational system in the hands of the religious orders, assemblies were used primarily for devotional purposes. This use persisted until, in America, the separation of church and state has removed this function from many schools.

In colonial America, the trend was for students to be under strict control with the purpose of education being to train for the ministry and other professions. The assembly was also used as an administrative device and as a devotional period, with instruction, moralizing, and correction the primary considerations. The Latin Grammar School was for college preparation, while the academy was a sort of "poor man's college." It therefore copied the college system of activities, a trend which persists in the secondary school to this day.

The assembly has been the one activity that did not have to fight to be added to the curriculum, although there was a struggle to develop it to its present proportions. The public has not condemned the assembly, to a great extent, because it is traditional; the cost to the taxpayer is low, it fits in with the community activities, it has value for democratic action, and it is considered educational. The chief concern of the public, or pressure groups claiming to represent it, is the type of program presented.

The assembly, as evolved in America, parallels the adult presentations of recent times, making use of the town meeting form, the chautauqua and lyceum ideas, the panel group, and others.

Since the assembly has served various purposes throughout its history, the question might arise, "What is the purpose of the high school assembly today?" In answer to this question, it might be stated that the assembly of today serves two purposes: the education of the individual as an individual, and the education of the individual as a member of a group.

It is in the area of individual education that the student learns of qualities such as school

LYMAN B. GRAYBEAL

GAYLORD MORRISON

A Class Report

Department of Education

Colorado State College

Greeley, Colorado

spirit, loyalty, and respect. In addition, the assembly provides an opportunity for the student to expand his knowledge and interest. Another phase of the individual's education is that the student may learn to make profitable use of his leisure time, through recreation—an important aspect of his education both while he is in school and after he graduates.

The assembly of today provides a good opportunity for group education in that an assembly program is given to an entire student body rather than to a small group as is the case of the school club or other interest groups. It is in this area of group education that the student learns the correct audience participation habits.

To a casual observer, the correct habits will serve as a guide as to whether or not the school is fulfilling the function delegated to it: that of preparing the student for all phases of life. When a student is graduated, he should be prepared to take his place in society, and worthwhile and interesting assemblies may be used as an educational tool in performing this task.

The assembly programs of today have cast off, to a great extent, the strictly lecture types of programs. These are being, or have been, replaced by programs that might be described as demonstrations, exhibitions, dramatizations, and group participations. The reasoning behind this change is that more education will take place if the students can see, hear and do, rather than just hear. This applies to both student conducted assemblies and the professional type assemblies.

Where the financing is necessary it should be provided by the school board, although if this is not possible, it is much better to have the type of assembly where the student pays rather than to discontinue them entirely. The main disadvantage of the student financed assemblies is that some of the students that are enjoying the privileges of a free education are now excluded from one part of this education.

Although the schools have many rules and regulations that the student must follow, most of these should be dispensed with while attending the school assembly. If supervision problems arise during assembly programs, the reason for them can usually be traced to the types of programs presented or to the preparation of the students, by the teachers, for attending this type of program.

Assembly programs should be under the control of an assembly committee. It is most essential that an assembly committee work in close cooperation with the student body and administration. Only through proper cooperation and agreement can a committee function to the utmost of its abilities.

The size of an assembly committee will necessarily vary with the size, scope, and philosophy of the school and administration. The assembly committee may be selected by the class president or as an outgrowth of the Student Council.

The students and the advisers of an assembly committee should actively plan, organize, direct, and constantly evaluate the assembly programs.

The various advisers may be selected by the administration, after an interest has been shown. The selection of advisers should hinge on the assumption that music and dramatics play a large part in an assembly schedule for the year. Using this as a criterion, it would be safe to say that at least two of the advisers should be from these fields.

The length of an assembly period should vary with the type of program presented, although Harry C. McKown states: "A full period should be devoted to the regular program. Utilizing a full period for the assembly is desirable, in order to raise the activity to the plane of other school activities and to allow sufficient time for effectively staging a program of caliber. Such provisions also make for ease of scheduling."¹

In preparing for an assembly, much work and preparation is needed; therefore, Friday would be a good day to present assembly programs. This would give the committee the earlier part of the week to prepare for the assembly.

The responsibilities of an assembly should rest on the entire student body. If a feeling of oneness can be created among the assembly committee, administration, and student body, many enriched and varied programs will emerge.

As we look over good assembly planning, we find quite a few things that we do not wish to

have present in the assembly. Such things as strict rules, class bells ringing, and the operation of the communication system during the assembly, detract from the continuity of the program.

Also, there should be as few announcements as possible in the assembly. Harry McKown, in his book, *Extracurricular Activities*, states that one should give announcements in assemblies only if they are urgent. Mary Sheehan in her book, *Extracurricular Activities in a Junior High School*, states that opening exercises and announcements in an assembly should take no more than ten minutes.

In establishing a good assembly schedule, there are certain criteria that should be used. The assembly program should be planned well in advance and should conform to certain standards that have been previously established. The teachers should be informed in advance and know what their duties are in regard to matters as the seating of students, and discipline.

The equipment used in the assembly should be checked beforehand to make sure that all is in working order. The students should be as comfortable as possible; students who are uncomfortable are not enjoying the program, no matter how worthwhile it is. Of primary importance to the assembly program is a well-planned introduction. A good introduction is a common courtesy and will give the assembly a satisfactory beginning.

Most of these desires are a result of trends in the present day assembly. Through reading and comparing trends, we find certain philosophies predominant. The most noticeable is the increasing emphasis given to the part taken by students. Efforts are made to have every student participate in at least one assembly program every year.

Though one might get a better quality program if students with special talents are chosen, to make use of these opportunities to encourage the creative activities of each pupil is considered far more important. This is not an excuse for acceptance of low standards; the performance of each child should be held as high as can be expected for his age and experience.

Some writers hold that the child's participation should be in active performance while others would include planning and production as meeting the desired standard. There is a definite trend toward teachers not only guiding in the planning of the program, but likewise each par-

¹ McKown, Harry C., *Extracurricular Activities*, Macmillan Company, New York, 1952, pp. 130-131.

ticipating in some assembly during the year.

Programs of recognition of students with special achievements as well as worthy propaganda such as fire prevention and the Red Cross are given a place in the assembly programs. Almost all schools today observe days prescribed for the national observance of special events.

A favorable aspect of today's assembly is the important place given to its evaluation by both those presenting the program and the audience. The use of a simple question, "What did your home room think of the assembly this week?"² in the student council could be a way to make certain that recommendations reached the assembly committee. This and the extensive use made of the unified theme programs and the appearance of the auditorium teacher may help explain why there is improvement in the general quality of today's assembly program.

In evaluating the assembly program, we must have some objectives and aims that we hope to accomplish as a result of the program. It has been stated that the assembly is forceful in developing school unity. In many cases it is helpful in creating and developing favorable public opinion in regard to the community and school relationships.

One of the most important objectives of the assembly is the fact that the development and the presentation of the program by the students, gives them an *educative experience* that can be very helpful. Our assembly programs must aim at or strive toward these objectives which we

² Johnston, Edward G., and Roland C. Founce, *Student Activity in Secondary Schools*, The Ronald Press Co., New York, 1952, p. 108.

hope to accomplish. If there is a lack of planning, our programs will soon be conducted in a hit or miss fashion.

There are times when material and presentation become the important points in the program. If the purpose of the assembly program is to provide an educative experience for the student, the real value may be found in the development and presentation of the program. This does not imply that good speakers and fine outside programs represent poor assembly programs, but that there may be more real value in learning by doing.

Other points in evaluating an assembly schedule are: 1. Did the students enjoy the assemblies? 2. Did it create interest in the school? 3. Were the subject matter departments used to develop assembly programs? 4. Was there a feeling of satisfaction of doing on the part of the students?

The evaluation is probably the most important aspect of the assembly schedule. With responsible people, both teachers and students, doing the evaluating, improvements can be made to the end that future assemblies may be planned as to derive the maximum benefit for the student.

This is a summary of a report by Erwin Turner, Southwest State Teachers College, Springfield, South Dakota; Millard R. Wren, Jr., teacher of English and Social Studies, Osawatomie, Kansas; Robert Steve Stravakas, Eighth grade teacher of mathematics, science, history, and guidance, North Lake, Illinois; Stanley Bishop, Junior High School principal, Dennison, Iowa; Lorene Anderson, Marangu Teacher Training Center, Tanganyika, East Africa; Kingston Minister, Junior High School guidance, teacher of social studies, and activities, Jefferson County Schools, Colorado; and Gordon Ohm, coach, physical education, science, activities, Junior and Senior High Schools, Oakland, Iowa; conducted under the supervision of Dr. Lyman Graybeal and Dr. Gaylord Morrison at Colorado State College of Education.

It is quite apropos—yes pertinent—that pictures convey the news and make the newspaper sparkle. Life is gone from the paper if there are no pictures.

Pictures Add The Finishing Touch From Any Angle

THERE IS NO DOUBT ABOUT IT, school newspaper people. Pictures add the finishing touch from any angle! Pictures will tie together news stories or feature stories, streamline the make-up of the pages, or standing alone, will tell a story which will add to the value of the newspaper.

No newspaper can be attractive without them. None can attract readers in this day of television without them. None can claim good coverage

ERWIN F. KARNER
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Milwaukee 15, Wisconsin

without them.

Thus, the photographer occupies a key position on the school newspaper, and at the beginning of the year, the editor had better see to it that he locates a good one (ones). He will be lucky if his school has a public relations office

with a paid, part-time photographer. He will be able to get many of his pictures from this office, pictures which are also being sent to publicity outlets.

If he does not have such a source for pictures, the editor will have to find someone on campus who enjoys taking pictures and who will be willing to be on call during the week. The chosen photographer ought to have a good camera, preferably one which takes 5 x 4 shots, and the newspaper should be willing to reimburse him for the cost of the film and the cost of developing and printing.

THE PHOTOGRAPHER'S WORK

When working, the camera man ought to take many more pictures of his subjects than the newspaper can use. The best one or two of the lot in each case can then be chosen to run. Somehow, this selection can only be made after the editor has several shots lined up side by side. What may seem like a good one at the scene, will have a noticeable defect when printed.

A camera man who has had some experience can make the adjustment to school newspaper work rather easily—that is, an adjustment to all the types of shots which newspapers print. A little study of the pictures in a good daily newspaper will help him immensely. And if he really becomes interested, he will study the pictures critically to determine where the news photographers could have done a better job.

Pictures should be available to the school editor to accompany the major stories of the week. Space will not permit running them with all of the stories. But final decisions as to which ones will run are made after the week's issue takes form more clearly in the editor's mind. Besides, extra pictures can be put into the morgue for use in a flash-back issue at the end of the year, or for other purposes during the year.

Shots for the photographer will fall into two categories: those taken at the scene of the activity (i.e., program or track meet) and those posed for (i.e., the staff of the school magazine or the officers of the student council). The second type are the easiest to arrange for. It is only necessary to set up appointments ahead of time for the group and the photographer.

To cover activities, the camera man will have to be on call at almost any time. Activities take place in the morning, afternoon, or evening. They also take place during meal times. This is not very convenient or comfortable. The camera man will have to be very enthusiastic, indeed,

if he wants to cover them all. It is plain that the newspaper ought really have at least two men available, to enable more activities to receive photographic coverage.

EDITORS' ASSETS AND NEEDS

For this reason, if no other, the editor who has access to pictures which have been taken by the public relations office is lucky. The photographer for this office is paid money, and this makes a big difference! At most schools where a public relations office exists, the newspaper and that office work together. After all, the school newspaper is one of the publicity outlets for this office!

No editor should be unwilling to accept such help. The school newspaper does not give up any independence. No p.r.o. will insist upon that. The usual releases and pictures are available to the school newspaper, and the editor can do with them what he wishes.

Pictures must be pertinent to the story which they go with. If the float made by the X fraternity wins first place in the homecoming parade, and a story is written about that float, a picture of the float ought to be run with it. It would be out of place to show a portion of the parade and point out the X fraternity's float in the caption. The camera man will have no trouble taking a picture of the subject itself, if he looks ahead and figures out what pictures might be needed.

Likewise, if the swimming team has just won an important meet, a picture of the meet itself should accompany the story. It would be rather ridiculous to run a picture of the swimming team at this time. That would be something for an issue early or late in the swimming season.

In other words, pictures must be newsy!

OTHER USES OF PICTURES

Something else—news pictures cannot tell stories by themselves! Cartoons can! News pictures cannot. But shots with captions can tell stories and can stand alone.

A picture of three people from the student council, showing them discussing proposed changes in traffic regulations, can be captioned to tell how they were appointed by the student council to work out the parking problem on campus.

A picture of five winners of individual events at a track meet can be captioned to tell which event each individual won and how his victory contributed to the victory of the track team.

Pictures that stand alone can be put into the newspaper to intermingle with other pictures and other stories.

Another thing—pictures really streamline the make-up of the newspaper. They can make the front page a thing of beauty, and break up the monotony of black and white lines on the inside.

Today, mass circulation newspapers feature more and more pictures on the front page. There is no reason why school newspapers should not follow this example. Pictures can be made to fit any type of front page make-up and will accentuate the pattern which the editor chooses to use.

Front page pictures should be pictures of the best quality. The editor ought to be able to fig-

ure out what stories will be front page material a week before the issue is ready to go to press. He can instruct the camera man to take more care with his pictures covering these stories and to be sure to take a number of them covering various angles of the stories.

Thus, the editor will have a good variety to choose from when he is actually planning his front page.

A newspaper without a photographer is like a Jack without Jill, Abbot without Costello, or pancakes without syrup. The life is gone from the paper if there are no pictures. Pictures convey the news and make the newspaper sparkle.

Be sure that your paper is strong in this department!

As has been the custom during the past several years, the secondary school debate season will be divided into two sections in a majority of the states.

"Should We Eliminate United States Foreign Aid?"

ONE OF THE THREE POSSIBLE SELECTIONS for the final wording of this year's debate question is RESOLVED: That Direct United States Economic Aid to Individual Countries Should Be Limited to Technical Assistance and Disaster Relief. When the final selection of the debate topic is made in January, 1958, this specific wording is one of the three that will be given consideration.

It is a debate topic that seems to have all of the ingredients necessary to a fine debate subject. It calls for a drastic change away from our present system of almost unlimited aid to foreign countries, but still it retains those humanitarian activities such as providing technical assistance to underdeveloped countries and the giving of disaster relief when the need arises.

This year, for the sixth time, the high school debate season will be divided into two sections in most states. During the first semester debates will discuss three different phases of the general topic which asks, "What Should Be The Nature of United States Foreign Aid?" Following several months of study and practice debating the various topics in this general question, the final wording of the debate question will be selected.

Before the debater can attempt to discuss any debate question, he should have a clear un-

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derstanding of the meaning of the terms of that question. In order to give the debater a proper start toward the preparation of his initial debates, we will present an explanation of the meaning of the terms of this debate topic.

"DIRECT UNITED STATES ECONOMIC AID": Although "direct United States economic aid" should probably be considered as a single term we will divide it in an effort to make the meaning perfectly clear. Direct means straight or straightforward. The term United States (economic aid) means the aid that is given to foreign countries by the United States.

When we use the entire term, "direct United States economic aid" the meaning becomes more clear. Economic aid means either money or services or commodities that have a value that are given to foreign countries. Although economic aid could be defined as financial assistance it must be remembered that this aid could be in the form of cash, commodities, or services.

When the term "direct United States economic aid" is used together the purpose is to explain the type of aid intended. Aid of a military nature cannot be considered as being "di-

rect economic aid." In this debate there may be much confusion between military aid and economic aid.

Since the end of World War II, the United States has allotted about \$60 billion in all types of foreign aid. Of this amount about \$20.3 billion has been military aid and \$40 billion economic aid.

It should be noted that this specific debate question differs from the one asking that all United States foreign aid be administered through the United Nations. In the former question military as well as economic aid is to be turned over to the U.N. to be administered. In this question economic aid is to be definitely limited, but nothing has been said about military aid.

Military aid is usually spent for the purchase of military equipment and the maintenance of military forces. Since it is used in this manner much of the money is spent in the United States for military materials that are later shipped to the country receiving the aid.

Economic aid is often spent within the country receiving the aid and so it benefits the business interests of that country. Actually economic aid to a country has a much greater impact upon the economy of the country receiving the aid than military aid.

If United States economic aid to foreign countries is reduced to technical assistance and disaster relief we are certain to experience some serious political repercussions when this new policy is put into operation.

"SHOULD": The term "should" implies that the affirmative must advocate that the United States make a drastic change in its program of giving aid to foreign countries. Instead of giving large sums for economic aid we will discontinue giving any aid other than technical assistance and disaster relief.

This term "should" makes it necessary for the affirmative to show that this change is either desirable or necessary or both. It will be rather difficult to prove that this proposed change is absolutely necessary either from a financial or a psychological point of view. The real task of the affirmative will be to show that this change will be desirable.

It is *not* necessary for the affirmative to prove that the United States will actually discontinue giving foreign aid. If the affirmative can prove that this change should be made they will be able to establish their case in this debate.

"BE LIMITED": The term "limited" means to restrict to a certain very definite point. In this particular debate this term means that we will reduce the amount of economic aid to nothing more than technical assistance and disaster relief. We will explain what this means later.

"TO INDIVIDUAL COUNTRIES": This is a very simple term to define. In this debate it merely means countries other than the United States. It should be noted that this term includes all countries both Communist and non-Communist.

It must be remembered, however, that the United States will retain the right to give economic aid in the form of technical assistance and disaster relief to the countries of our choice and so it is doubtful if many Communist countries would receive even this type of aid.

"TECHNICAL ASSISTANCE AND DISASTER RELIEF": Foreign aid that comes under these two categories could be defined as humanitarian gifts. Technical assistance is the type of aid that comes under the Point 4 plan of the Truman Doctrine.

As a humanitarian project the United States sends technicians, money, and materials to underdeveloped areas in an effort to help these people develop a higher standard of living. In most cases this type of aid would go to countries that have little industrial capacity, and in most cases these countries would be unable to help us very much in the event of war.

Disaster relief must be classified as purely humanitarian. It has long been the custom of the people of the United States to aid peoples in all parts of the world when disaster strikes. We feel certain that most Americans would want to continue this practice. While some negative debaters might argue that we should also discontinue technical assistance to all foreign countries we doubt if they would have much success in demanding the discontinuation of disaster relief.

AFFIRMATIVE ARGUMENTS

In this section we will present three of the more important arguments that can be presented in favor of limiting United States and economic aid to individual foreign countries to technical assistance and disaster relief. The arguments will be italicized and a discussion of the arguments will follow immediately.

If the United States continues to give direct economic aid to individual countries our action

will further weaken the United Nations as an agency to promote world peace.

The United States, more than any other nation, was responsible for the formation of the United Nations. This international organization was created in the hope that it would serve as an institution that could resolve most of the differences among nations, and this would promote world peace.

It is odd that it was also the United States that dealt the first serious blows to the prestige of the United Nations by by-passing the administrative machinery of the United Nations when we first embarked upon the foreign aid program.

Now let us see what will happen to the United Nations if we continue to give large sums to individual foreign countries in the form of aid. Our continued action will force most foreign nations to make a choice between hoping to receive some aid from the U.N. and actively working to get large grants from the United States. If they choose to try to secure our aid they will sacrifice some of the strength of the U.N. in their efforts to please us.

It has long been known that "he who pays the fiddler calls the tune." If we give aid to any country we will demand that that nation make its votes in the U.N. as we desire. It is almost inconceivable that any foreign nation attempting to secure our economic aid would ever vote with the Communist bloc in the U.N. If we continue to attempt to control the U.N. through our system of giving or withholding economic aid to foreign countries we will eventually wreck the U.N.

In any organization such as the United Nations there is bound to be serious differences of opinion in some very controversial matters. The struggle between Democracy and Communism is one of these differences. Although it may appear as if little is being done to resolve these differences it will eventually be some form of world organization that will cement the world together for peace. If we continue to weaken the U.N. by giving economic aid to foreign nations we will merely be putting off the day when we will be able to solve our world problems in a peaceful manner.

The cost of our program of foreign aid has become so large that it is too great a financial burden for the people of the United States to continue this enormous expenditure for any great length of time.

During the last year American taxpayers have become very conscious of the enormous cost of the United States system of aid to foreign countries. Since the end of World War II we have given almost \$61 billion to foreign countries with roughly one-third going for economic aid and two-thirds for military aid. Many taxpayers are asking how long the United States can afford to keep up this enormous give-away program at a time when our national debt is more than \$276 billion dollars.

Of course it is true that the United States could probably afford to continue to spend \$5 billion each year on foreign aid if it becomes absolutely necessary. With an annual national budget of almost \$70 billion, however, it is easy to see that this expense of maintaining our foreign aid program is really a great burden on the people of this nation.

Actually the national debt of this country has increased by about \$10 billion during the five years of the Eisenhower administration. When we are spending almost half of our national budget on defense and when the burden of defending the free world rests almost entirely on the shoulders of the American public it should be apparent that we cannot continue to pay the costs of our foreign aid program.

The United States has too many unsolved national problems to continue its give-away foreign aid program. We are desperately in need of many new highways, thousands of classrooms for our increasing school population, hundreds of new hospitals, and finally we need to start reducing our national debt. If we would immediately stop giving away \$5 billion in foreign aid and use it for our most pressing domestic problems the future of the United States would be much brighter.

If anyone feels that the United States can afford to continue to give away \$5 billion each year let him consider these facts. If the United States were to pay off one billion dollars per year on the national debt it would take 280 years to wipe it out.

If we started immediately paying off our national debt at one million dollars a day it would take 769 years before the last payment would be made. A nation that has such a large national debt has no business giving away \$5 billion a year to foreign countries.

The plan of giving aid to foreign countries has failed in its major objective which is to stop the spread of Communism throughout the world.

Regardless of the many reasons that may be listed for the giving of economic aid to foreign countries we almost always come back to the fear of Communist aggression. This foreign aid program all started when the Russians showed unusual aggressive tendencies following World War II.

In spite of such instruments of world cooperation as the U.N. we felt impelled to act alone to try to halt the spread of Communism. The important thing to consider when debating the future of this foreign aid program is whether it has actually stopped the spread of Communism.

Our first effort at attempting to stop the spread of Communism through our foreign aid program was in Greece. We spent \$2.3 billion in Greece, a sum equal to \$329 for every person living in that country. It would be expected that such a large sum of money from the United States would cause the Greeks to be forever friendly to this country.

The results have been much different from this, however. Today we find much Anti-American sentiment in Greece. In the most recent elections in that country the Premier who favored the United States won the election, but the combined vote of candidates with Communist leaning was larger than the Premier received.

We have evidence of an increase in Communist strength in both France and Italy. The percentage of the total vote that was Communist was greater in the elections of 1956 than it was in 1947 before we started giving Marshall Plan aid. Does this look as if we have actually stopped the spread of Communism?

The growth of Communism in Asia is too well-known to be discussed at length here at this point. Communist China has the world's largest population, and in spite of our foreign aid program it is now definitely Communist. We have too many places in the world where Communism has not been stopped to say that the plan of giving economic aid has been effective.

NEGATIVE ARGUMENTS

It should be remembered that even though the arguments presented in favor of discontinuing foreign aid may appear to be convincing, there are arguments against this proposal that are equally potent. Some negative arguments are given below:

Contrary to the popular arguments of the people who are opposed to continuing foreign aid we find that this program has actually halted the spread of Communism.

It is easy to say that a program, such as the foreign aid plan, is not working. Often it is difficult to prove it is not working when proof is demanded. This is the case when people argue that our foreign aid program has not stopped the spread of Communism. They make a statement, but they cannot actually prove that the statement is correct.

No world conflict has such large stakes as the struggle between Democracy and Communism. The people of the freedom loving countries are determined to stop the spread of Communism. The Communists think they must spread their influence or become a second rate power in world affairs. When a struggle is as important as this one neither side can win a complete victory.

There is evidence to indicate that the United States has been successful in halting Communism. In spite of continued efforts by the Communists they have not taken over political power in any nation where they did not use military strength. Further evidence of the effectiveness of our aid program can be found in the recent shift in Russian policy.

The Communists are now taking a calmer attitude toward other nations and are not so aggressive against their neighbors. Evidently they realize that American economic aid to foreign countries has been so effective in arresting Communist expansion that they have abandoned their plans to expand.

We should not stop giving direct economic aid to foreign countries now because these underdeveloped nations of the world still need our aid.

Since World War II started more than 20 newly independent nations have come into being. Most of these new countries were former possessions of European nations, and because of their long status as colonial areas they have been unable to develop either local industries or local capital accumulations that are necessary if they are to become economically independent countries. These nations are now ready to take their places among the independent countries of the world, but they need economic help.

We are face to face with a serious dilemma. Will we discontinue United States foreign aid at a time when these underdeveloped countries need it so badly, or will we continue to spend about \$5 billion a year on foreign aid?

Costly as the latter suggestion happens to be it is still the cheapest and best for the United States to select. If we do not aid the underdeveloped countries in their hour of need they will

not continue to be interested friends of democracy and freedom.

The United States can discontinue all direct economic aid to foreign countries if we are willing to gamble with the future. If we are willing to run the risk of allowing the Communists to take over in the newly independent countries then perhaps it is all right to discontinue foreign aid. If we want to keep democracy strong in the world then we will choose to continue economic aid.

The real problem before the people of the United States today is whether we can afford to discontinue aid to foreign countries even though we would like to eliminate the great cost of this program. We do not feel that we can afford to stop.

It may sound peculiar for anyone to suggest that a country could not afford to eliminate one item of about \$5 billion annually from its budget. If we eliminate all foreign aid we could reduce our annual governmental expense by about \$5 billion. On the surface this appears to be a sub-

stantial saving, but we wonder if any real saving would actually be made.

When we give aid to foreign countries part of the money is used to build up the military strength of that country. Another part is used to build up industry and the capacity to produce needed goods and services.

When we help a country in these ways we also build up an ally to stand by us in the event of a war. Perhaps it is good economics for the United States to continue to give \$5 billion annually in the form of foreign aid rather than adding this same amount or more to our defense budget.

Today the United States spends about \$35 billion each year on defense. The \$5 billion that we allot to foreign aid is probably more effective in providing for an adequate defense of our nation than would be the case if it was actually spent on our own military forces. This is why we say that the United States cannot afford to discontinue the granting of aid to foreign countries.

Acquiring the art, joy and pleasure of swimming doesn't just happen—a practical well-organized training program promotes proficiency and satisfaction.

A Swim Program for Beginners

WITH SO MANY SWIMMING POOLS being included in the plans for the countless new high schools which are being built across the country, instructors are charged with the added responsibility of safely teaching school age children to swim efficiently. In many schools the number of non-swimmers will be large. Thus, an adequately planned and competently supervised program for beginning swimmers is a must.

Such a program should be based on a philosophy which recognizes the necessity of overcoming fear of the water on the part of the non-swimmer. Nothing should be demanded of the individual which will aggravate his fear of the water or cause him to develop this fear if he does not already have it.

The instruction in swimming for beginners should be geared to achieving for each pupil a healthy respect for the water and a desire to learn and practice the basic swimming skills. If these are mastered in proper sequence, a competent and strong stroke will be the result.

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When a child is trained properly at an early age, he learns to overcome his fear of the water which will grow each year he is improperly equipped physically and mentally to swim. As he is led through the sequence of steps for competent swimming, his fear of deep water decreases in direct proportion to his increase in ability as a swimmer.

Through these stages in the beginner's development, psychological damage where water is concerned should definitely be avoided. The old "sink or swim" method of dropping a boy who has had little or no training into deep water and expecting him to begin swimming to save his life is little short of barbaric.

It certainly is contradictory to all laws of common sense. Fortunately, such instances seem to have been eliminated by this generation which has been educated to realize its responsibilities

for providing their young citizens with the opportunity to become competent swimmers through properly supervised programs for beginners.

Before any child can learn to swim, he must first learn to put his face in the water and hold his breath. A good method of getting this accomplished seems to be to allow the beginner to sit on the bottom in shallow water as he makes his first attempts to duck under. The fear of falling or not coming up is eliminated, and confidence in his being safe is substituted.

When satisfactory progress has been made, longer immersions can be achieved by having the group join hands while they are standing in shallow water and making a game of seeing who can keep his head under the longest. Very soon, if again nobody is forced against his will, you can proceed to the next step in the learning process.

Diagram One illustrates the prone float or "dead man's" float which the beginner must master before trying to get any action from his



DIAGRAM I: Prone Float (motionless in water).

arms or legs. Again the first attempts should be made in shallow water to enable the beginner to regain his feet quickly and to eliminate fear of not coming up. A workable method in teaching this float is to have each child extend his arms full length, locking his thumbs as shown in diagram two. Then have each one simply fall forward from the knee-bent position illustrated in the diagram.

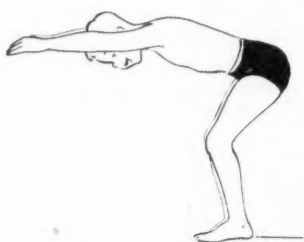


DIAGRAM II: Fall forward from this position and allow body to rise to surface and assume prone float of Diagram I.

Impress upon each one that he will go under briefly and then rise to the surface. Now he should be instructed to lie perfectly flat in the

water with arms and legs extended full length, and remain perfectly motionless. Added confidence is gained in this phase of the instruction since the natural buoyancy of the body is brought into play. When the beginner realizes that his body will float on the water's surface with little help from him, he is ready for leg movements.

From the prone float position the beginner should now be shown how to kick his feet without bending the knees. A simple demonstration by the instructor will serve to show that the "knee-bender" makes little or no progress through the water despite the great splashing that occurs. Either by holding onto a dock or by using the conventional kick boards as shown in Diagram Three, each student can get individ-



DIAGRAM III: Knees straight. Kick should be developed in this manner before any attempt to stroke with the arms is made.

ual attention from the instructor in developing the proper kick. Not until the individual is doing the proper kick should he be advanced to the next phase—arm motion.

Since the human stroke or "dog paddle" requires great effort with little reward, it is suggested that it be omitted and the arm stroke for the crawl be substituted. Diagram Four illustrates the method of teaching this stroke. With



DIAGRAM IV: Combined stroking position with face remaining in the water during this phase.

left arm fully extended as it enters the water, the right arm is seen in the "elbow bent high" position just coming out of the water. As the left arm is pulled straight downward and back, the right extends fully and follows the same course. The left elbow is bent high coming out of the water as was the right. The face during this phase of stroking is immersed to the eyebrows as in the prone float.

Constant practice on land should develop the individual's rhythm in bringing his arms through their maneuvers. When satisfactory progress

has been achieved, each individual pupil is allowed to try the combined stroke for the first time.

Stress must be placed on rhythm and ease, and all early attempts for speed should be strongly discouraged. Not until each pupil has mastered these two qualities in the combined stroking should he be advanced to the final phase, rhythmic breathing. Too early an attempt at this most difficult task will result in undoing most of the precious efforts in achieving swimming form.

Obviously, no distance can be achieved with the face immersed in the water. Neither can the stroke continue uninterrupted by raising the head directly out of the water to breathe. Rhythmic breathing must, therefore, be mastered if the beginner is going to meet a distance requirement.

Diagram Five illustrates that as the left arm enters the water and the right arm is raised, the head is turned to the right side in a manner to allow air to be taken in through the mouth. Care should be exercised with each swimmer to insure that the turning of the head for air does not interrupt the rhythm of the combined stroking. By teaching the beginner to breathe rhythmically on every complete crawl stroke, the instructor will instill in him the basic rhythm necessary be-

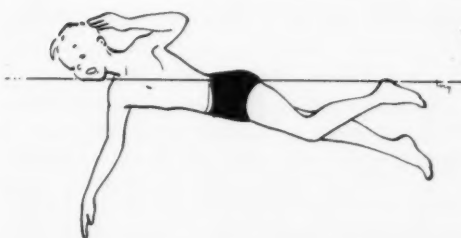


DIAGRAM V: Head turns to get air through mouth and then returns to Diagram IV position.

fore he deviates from this pattern by breathing only after a given number of strokes determined by his own choice.

If this procedure is faithfully followed step by step, and each pupil is encouraged to advance at his own speed, results can be amazing. He will overcome fear of the water, he will learn what his body can do for him in the water, and most important, he will have a sound basis upon which to improve his swimming skill with practice in the various phases through which he has passed. Practice will give the beginning swimmer form and proper conditioning. These two essentials will in turn reward him with the distance in swimming which he seeks.

A study of present practice of schools pertaining to assembly programs shows that a large percentage of them follow a somewhat similar pattern in content.

Assembly Programs and Their Content

ANY GENERAL SURVEY OF THE CONTENT of assembly programs in a large sampling of high schools must be highly superficial. A detailed analysis of the content of the programs presented in the schools cooperating in this study was outside the realm of possibility, however, to get a general picture of the nature of the programs presented during one school year. For purposes of tabulation, programs were classified into thirteen categories.

Those cooperating in this study were asked to give the approximate number of each of these type programs which were presented in their high school during the 1954-55 school year. Of the 389 schools cooperating in this study, 342 respondents were able to give approximate number of each type program. The purpose of this article is to summarize the information gathered from these responses.

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PROGRAMS WHICH INCLUDED BIBLE READING

Opening an assembly with devotional reading is, no doubt, a carry-over from the old chapel form of assembly. It is interesting to note, however, that 190, or 55 per cent, of the 343 schools reporting listed Bible reading as a part of all or some of their assembly programs. Eighty-two of these schools use an opening exercise, which includes Bible reading, for all of their assembly programs.

No reports of devotional assemblies which are strictly religious in nature were received. That such type programs are not receiving undue emphasis is evidenced by the fact that the median number of programs which included

Bible reading in all of the schools was less than two.

MUSIC IN THE ASSEMBLY

In most of the high schools included in this study, music has a relatively prominent place in assembly programs. In 303, or approximately 88 per cent, of the 343 schools, assembly programs contain group singing. This seems to be the most widely used of the audience-participation type programs.

Music is one activity in which all students can participate and properly conducted might serve to place the audience in the proper mood for the remainder of the program. It is the practice in several of the schools in this study to include some group singing in every program but the median practice for the year studied was approximately three such programs.

Bands and orchestras have an important part in assembly programs. The replies from 297, or 87 per cent, of the schools stated that bands or orchestras play during assembly. Several schools use them to supply marching music for pupils entering and leaving the auditorium with the belief that such a practice contributes toward more orderly entrance and exit. In the schools responding, 1,599 programs in which either the band or orchestra played were given during the school year studied.

ATHLETIC "PEP" PROGRAMS

Since great emphasis is placed on interscholastic athletics in a large per cent of present-day high schools, one would expect to find a comparable percentage of these schools holding athletic "pep" programs. All programs of this nature, however, are not always a part of a regularly scheduled assembly program.

Several schools reported in this study that these type programs are held outside of school hours. Some occur the night before an important athletic contest and others are held in the afternoon at the end of the regular school day. Nevertheless, 296, or 86 per cent, of the schools in this phase of the study reported holding some athletic "pep" programs during a regular assembly period.

The number of such programs held in each school during 1954-55 ranged from none to as many as 40. The total number of such programs in all the schools filling out the program section of the questionnaire was 2,303. The mean average for such programs in each school was approximately seven programs and the median

practice approximately six programs. A few schools reported that these programs are optional with their pupils and teachers.

Statements were made on the questionnaire to the effect that "pep" programs, if held during the regular school day, should occur during the last period. The belief was expressed that programs of this nature held in the earlier part of the day tend to instill a "boisterous" attitude on the part of some pupils and this attitude may persist during the remainder of the day.

PROGRAMS USING OUTSIDE SPEAKERS

A number of those who supplied the information on the questionnaires stated that programs consisting of outside speakers should be kept at a minimum. They mentioned the problem involved in not knowing in advance how good a speaker the person is and in not knowing just what he might say.

The belief, however, that there are certain occasions when an outside speaker can make a significant contribution seems expressed in these responses. Three hundred six, or 89 per cent, of the 343 schools made some use of outside speakers on their assembly programs during the year under consideration.

The modal practice in this case was to have two speakers annually although three schools, which make use of a daily assembly, reported having an outside speaker on the average of once a week. The nature of these speeches was not determined although a few appended statements to the effect that their speakers consisted solely of local ministers.

PLAYS AND DRAMATIC PROGRAMS

One of the most prominent places on assembly programs is occupied by dramatic productions. In 309, or 90 per cent, of the 343 schools plays or other types of dramatic programs were presented during the 1954-55 school year. The number of such productions presented in the different schools ranged from one to 25.

The mean number of plays and pageants presented in assembly in the 343 schools was approximately four. The most common practice was to stage two of these programs during the year. It was not determined whether all the plays and pageants presented by these schools were purchased from publishing houses. Quite possibly, many may have been written by the teachers and students.

PROGRAMS FOR THE RECOGNITION OF STUDENT ACHIEVEMENT

One type of program which is presented frequently in high schools has for its purpose the bestowing of some honor or award upon various students. Theoretically, all programs which demonstrate curricular or extracurricular endeavor could have as their purpose the recognition of student achievement but may not have been so considered by those answering the questionnaire.

However, 305, or 89 per cent, of the 343 schools reported some programs given during the 1954-55 school year which recognized achievement on the part of their students. Statements written on the questionnaire mentioned several different honor or award assemblies. These included annual-award programs, honor-day programs, athletic-award assemblies, National Honor Society assemblies, scholastic-award assemblies, citizenship-award assemblies, and music-award assemblies.

Another type of program which falls in the above category is the installation of student officers. The chief officers who have the distinction of being installed in assembly before the entire student body include student government officers, class officers, officers of various honor societies, and intramural leaders or captains.

PROGRAMS OBSERVING SPECIAL DAYS AND EVENTS

Only 72 of the 343 schools reported no programs given during the 1954-55 year for the purpose of observing some special day or event. A total of 964 such programs were reported for an average of approximately three per school. The median number of programs and the modal practice centered around two of these programs.

The number of such programs ranged from one to fifteen in the different schools. Many school listed the days observed. The two most commonly observed were Christmas and Easter. Others mentioned were Thanksgiving, Washington's Birthday, Lincoln's Birthday, Halloween, Valentine Day, Memorial Day, and Pearl Harbor Day.

Several schools reported that it is the policy to present only a few assembly programs in observance of special days and events, but to leave their observance to home room programs. Comments made in regard to assemblies as a means of observing special days and events seemed to indicate that such programs have a tendency to become stereotyped—to follow the same pattern

and consist of the same "old stuff" year after year.

PROGRAMS SECURED FROM ASSEMBLY AGENCIES

The "bought" assembly may bring to a school talent not available in the immediate locale. There are a number of assembly agencies with headquarters in certain sections of the country which contract with schools to furnish a few programs at different times during the school year.

These programs usually consist of a mixture of entertainment and educational features, and must be paid for by the students who attend them, or out of some school fund. One hundred seventy-eight, or 52 per cent, of the 343 high schools secured programs from such agencies during the 1954-55 school year.

The total number of such programs secured was 281 for an average of from two to three programs per school. The fairly large number of schools who reported either four, five, or six programs seems to indicate that such programs may have been purchased in series.

No reactions to these type programs were noted in the general statements made on the questionnaire. Two schools reported that their entire calendar for the year in question was composed of these professional programs.

One hundred sixty-five schools, or 48 per cent, made no use of these programs. Whether this was due to a feeling that they are unsatisfactory, to difficulties involved in financing them, or to a feeling that pupil talent alone should be used, is not determined in this study.

EXCHANGE PROGRAMS WITH OTHER SCHOOLS

One hundred fifty-nine, or approximately 46 per cent, of the 343 schools exchanged programs with neighboring schools during the 1954-55 school year. The modal practice of those schools reporting this practice was to exchange only one or two programs. The number of such programs in the different schools ranged from one to seven programs.

Only 306 of these type programs were reported in all of the schools for an average of less than one program per school. One type of exchange program mentioned by several principals is the interschool forum. There is some evidence that this activity is becoming quite common in some localities.

Almost any type of student-centered program which involves a relatively small part of the student body would seem to be a suitable program

for exchange. Such programs naturally entail certain administrative details. That 159 principals went to the trouble to work out these details and arrange at least one exchange program in the year under discussion in the school reporting, seems to attest to a belief in their possibilities.

Especially are their possibilities great in larger cities that may have several high schools located within a radius of a few miles. Such cities might well consider the organization of an Assembly League for the purpose of exchanging programs among its member schools.

PROGRAMS GROWING OUT OF STUDENT GOVERNMENT ACTIVITIES

Student government activities were included in the 1954-55 assemblies of 74 per cent of the 343 schools cooperating. Probably a good time for this group to work through the school assembly is at the time of school elections, if these are held. Some schools reported arranging for candidates for school office to appear before the student body in assembly.

Other such activities came to light either in statements made on the questionnaire or in the printed assembly calendars which were enclosed by many. These activities include orientation assemblies conducted by the student council; council-sponsored forums on cheating, school courtesy and conduct, and race relations; student council honor assemblies; and council-sponsored debates on timely issues.

PROGRAMS BY COMMERCIAL GROUPS

A high school principal, who cooperated in this study, stated that his most difficult assembly problem was "flea-bitten percentagers trying to secure a captive audience." That many commercial groups would use the school as an advertising agency and would monopolize school time for their own selfish interests, if allowed to, is undebatable.

It goes without saying that materials of business and industrial organizations should be accepted only when they serve a definite school objective and are free from selfish propaganda or advertising. That some of these materials meet these qualifications seem likely.

Approximately 39 per cent of the 343 schools made some use of these materials in their 1954-55 assembly programs. Two hundred fifty-six programs presented by commercial groups such as General Electric Corporation, were reported.

The number of such programs, in the different schools reporting their use, ranged from 1 to 10.

The programs varied widely in content. They ranged all the way from headsets, furnished by Bell Telephone for a commercial department to use in its annual drive on the proper use of the telephone, to a movie on firearm safety, furnished by the Remington Company.

PROGRAMS PRESENTED BY CIVIC OR SERVICE ORGANIZATIONS

Seemingly, a minority of the high schools participating in this study consider the assembly as an effective means of improving community-school relations. This is true if use of the above type program is a valid criterion. Only 104, or 30 per cent, of the 343 high schools included programs presented by either civic or service organizations on their 1954-55 assembly calendars.

A few of the 147 programs of this nature were speakers representing the various organizations. Ranking high in both favor and number were vocational clinic assemblies. The American Legion was mentioned several times as presenting programs of a patriotic nature. Other agencies mentioned included police and fire departments and the Lions International.

PROGRAMS DEMONSTRATING A CLASSROOM ACTIVITY

Included in several of the categories of programs already mentioned are programs which demonstrate or grow out of a specific curricular activity. The English class produces plays, pageants, and other dramatic productions. The music department is responsible directly for almost all of the programs of a musical nature.

Seldom does outside musical talent perform. However, many programs which demonstrate actual classroom work and which do not rightfully fall into any of the categories already mentioned came to light in this study.

These include fashion shows by the home economics department; pageants by members of the advanced Latin class; programs on distributive education and diversified occupations; tumbling exhibitions by boys' and girls' physical education classes; demonstrations in chemistry and physics; United Nations Tenth Anniversary Program by the foreign language department; typing contests; and debates on current issues by members of civics and social problems classes.

A regular school program, including subjects, curricular and extracurricular, recreation, and additional practical learning activities are pursued in camp.

Edgemont's Outdoor Education Program

HOW CAN CHILDREN LEARN MORE about maps, compasses, measurement, and scale drawings? By reading about them in a classroom, or by getting out in the fields, city streets, or parks and creating and interpreting them? The same question could be asked about almost any subject area, and the same answer would be given.

Certainly, there are many things that students will learn best in the classroom, and that is where they should be learned. So many areas of education, however, fit under the statement made some twenty years ago by Dr. L. B. Sharp, Director of the Outdoor Education Association, "That which can best be learned in the out-of-doors should there be learned," that we cannot afford to ignore the wisdom of the statement.

Outdoor education, as a specific part of the curriculum, has been conducted in the Edgemont School District, Scarsdale, New York, since 1952. Although the experiences provided are not unique in education, Irwin Engel, Edgemont's Consultant in Outdoor Education and School Camping, feels that having a specific program in this area is a step in the right direction.

Edgemont's outdoor education program is conducted on the seventy-acre wooded site owned by the Board of Education and surrounding the Edgemont High School, a campus-type school. It is used as a supplementary experience to the students' classroom experiences. It is not a program of physical education or recreation; nor is it a substitute for anything that should be taking place in the classroom. It can be a part of any subject area: science, art, mathematics,

IRWIN A. ENGEL
and
GEORGE-PATRICK LePAITRE
Edgemont High School
White Oak Lane
Scarsdale, New York

recreation, language arts, social studies, and physical education, together with extracurricular activities.

The outdoor education program was started at Edgemont as a result of studies conducted by a lay committee and submitted to the school administration and the Board of Education. As the consultant or coordinator of this program, it is Mr. Engel's responsibility to requisition equipment, help classroom or subject teachers plan trips, coordinate use of the wooded area, handle press releases, and be available as a principal resource person in use of the school lands.

Generally, a classroom teacher will approach the coordinator about planning a trip with a specific goal in mind. It is then his job to help achieve this goal by providing work experiences that are in keeping with the learning involved. These trips may take all or a part of a school day. The classroom teacher accompanies the class to the woods along with the outdoor education consultant. Members of the community, or other interested individuals, may be brought in as authorities or resource people on a specific subject.

The entire school district is made up of approximately 1,000 students, and during a school year there are more than 2,000 pupil visits to Edgemont's wooded area. A typical seventh- or eighth-grade trip might be as follows. Seeing that the class is to cover maps and scale drawing in the future, the mathematics teacher contacts the outdoor education consultant to help plan a unit.

A date is set that will meet the class needs. Preliminary planning as to aims and objectives is completed, and this is done before any of the students are involved. Next, the consultant or classroom teacher will spend some time on mapping in the classroom.

The pupils then become aware of the tools needed for a worthwhile mapping project: com-



Learn to use axe.

passes, sighting instruments, and tape measures. Working with the industrial arts teacher, the students will make many of the instruments in the school shop.

Since a project of this nature could take a large part of the school day, a cook-out lunch is planned by the class. Using knowledge gained in home economics, a nutritious meal is planned. Pupils collect money, purchase food, and arrange for needed equipment. Committees are then set up to handle such things as wood gathering, fire building, cooking, and cleaning up.

When the date for the mapping trip arrives, the pupils, classroom teacher, and the outdoor consultant leave the confines of the classroom and go into the woods surrounding the school. Wooded trails are measured and mapped, a work experience is shared through lunch, and a closer pupil-teacher relationship is established.

There are many intangibles that are basic to a program in outdoor education. Formalized question-answer discussions are discarded when the class finds itself confronted with real items in life, rather than hypothetical situations in textbooks. This is an area involving dynamic group work and interchange between pupil and teacher.

The second phase of Edgemont's outdoor education program is camping. The program of school camping has been conducted since the 1953-1954 school year. During the first year the school experimented by taking one sixth grade class and its teacher for one entire week to the Westchester County Recreation Commission's camp at Croton Point, New York. The camp was rented at a nominal fee, food was furnished, and the school's own chef went along. Educationally, financially, and democratically, the experiment proved successful.

Before and after all camping trips, sociometric testing is done in the pupil groups. These tests have consistently indicated growth in pupil relationships and have given teachers an opportunity to identify and to aid those pupils who are socially weak in the eyes of their peers.

Since the first year of camping at Croton Point, Edgemont's students have camped at New York University's camp on Lake Sebago, in the Harriman section of the Palisades Interstate Park. The change in campsites approximately doubled the cost per pupil, but it also greatly increased the educational value of the trip.

The program itself, while the students are at camp, revolves about group living, outdoor edu-

cation, healthful living, providing meaningful work experiences, and teaching how to make wise use of leisure time.

The students might hike to areas involved in social studies; they might do various conservation projects, using axe, hatchet, and saw; they might discover fossils; or they might dissect a fish they have caught and which they plan to eat at a campfire that night. They learn that other pupils and teachers are people. They learn how to work together and to get along with one another better. They also see that each of us, regardless of individual shortcomings, can make some contribution to living in a democratic society.

The students, teachers, and administrators of the Edgemont School District, as well as the parents in the community, are very pleased with the success of the outdoor education program, and they are proud that Edgemont is among the pioneers in this worth-while phase of education.

Cheerleaders Fraternize

**TOM S. LUBBOCK HIGH SCHOOL
Lubbock, Texas**

Cheerleaders from the respective high schools, Lubbock and Monterey, show the true spirit of sportsmanship. The picture was taken between halves of a tenaciously fought football game between the two schools. Students from the two schools are the best of friends off the gridiron. They are friendly rivals in many contests.



Peace and Harmony Prevail

This is one of the many opportunities that students have to represent their school and their community. As in most activities participation, practice and training are important factors in the efficiency of cheerleaders. They have opportunity to promote sportsmanship and excellent public relations—as well as organizing and leading the student body in supporting their teams.

Guidance and counseling are essentially inevitable in abetting student thinking and making decisions regarding selection of activities and life's ambitions.

Good Counseling Is Necessary Activity

WITH MORE AND MORE HIGH SCHOOL STUDENTS being placed in the "college bound" category, teachers and administrators are concerned with setting up guidance programs and conferences which will make it possible for pupils to receive help in selecting a school for advanced training that will help them fulfill their goals.

At a meeting of principals in the west suburban area of Chicago recently, a committee headed by O. C. West, principal of Hinsdale Township High School, studied this problem. The group set up a list of recommendations on suggested services that high schools should seek and get from colleges.

Primary among these objectives was the suggestion that close planning between both the college and the high school should be followed in order to make the best use of visitations of college representatives to the high school and high school students to college campuses. Along this line, the principals felt that unless a college set up its Open House or College Day on a Saturday or a non-school day, high school pupils should be discouraged from extensive college visitations.

The principals were in agreement that there is a need for improvement in preparing students for college entrance. Perhaps a short brochure could be presented to each "college bound" student as a means of orientation and guidance. In such a brochure, which might be entitled "So You Are Going to College," students should be given a summary of the facts as to what will be expected of a college student.

Tuition schools, in particular, and all institutions of higher education, in general, ought to feel a responsibility in helping a prospective student understand what will be expected of him in normal life at the particular school.

Essential items of information are those dealing with finances and study hours. It ought to be the duty of the college to help each prospective student to assess his chances for survival as a student of that college before his entrance fees and tuition are accepted.

College staffs desirous of maintaining high ethical standards should not encourage the en-

NAIDENE GOY

*Department of English
Hinsdale Township High School
Hinsdale, Illinois*

rollment of students who, because of their poor academic achievement in high school or because of their lack of a long-term goal, clearly have little chance to succeed in advanced schooling.

Principals feel that a meeting of representatives of colleges might profitably result in the setting up of a more uniform type of college application blank. Such a blank should be easier to fill out than some of the types now in use. An effort should be made to provide more opportunities for objective ratings.

High school counselors who advise students about college entrance would like to know more definitely how their former advisees are getting along in college. Such counselors are also of the opinion that often their data have been buried in the admissions office of the college and not made available to college deans and advisers.

If the college is at all concerned with the continued success in college of new enrollees, the principals believe that group guidance and orientation needs to be enlarged in all colleges. Such group guidance seems to be as desirable as individual counseling.

When a student who has not been recommended by high school counselors and administrators is accepted anyway by the college, the principals feel that such an unrecommended student should be admitted by college only on a probationary basis.

Principals appreciate action of college staffs in sending reports of student grades for all of their former students for their entire period of college attendance. Principals need to contact such institutions of higher education in person or by letter if they are not now receiving this helpful information.

In addition, the principals jointly agreed that when a high school graduate does not succeed in college, the college ought to inform the student's former high school principal or counselor who recommended him in the first place about the failure.

The increased growth of population since World War II has greatly affected the elementary and secondary schools, and it is about to have an overwhelming effect on institutions of higher education. In the area of providing more and better counseling activities, the principals feel that their suggestions can be of help to those in these higher levels of education.

The Yearbook Creed

**National Scholastic Press Association
University of Minnesota
Minneapolis 14, Minnesota**

That your yearbook may fulfill its purposes, achieve character and personality and contain excellent pictorial and editorial content in effective display, this yearbook creed is here presented as a guide to all yearbook staffs. May it help you to understand your task, to make important decisions and to create the best book of which you are capable.

PURPOSE

We believe the purpose of the scholastic yearbook to be: (1) A record of activities and events for one school year; (2) A memory book of students; (3) An opportunity for student creative effort; (4) An instrument for promoting good public relations between the school and its community.

PLAN

A yearbook should be planned and designed to fulfill these purposes as it achieves personality and reader appeal. Determination of a basic idea or theme to serve as a unifying factor is the first step. Development of this idea should require clear thinking, judicious imagination, consistent treatment, and proper perspective to create a plan which is neither too weak nor too dominant.

CONTENT

All that happens during the year is logical yearbook content. But space and budget limitations necessitate choices and discards. Content selection should be made on a "first things first" basis with an effort to include highlights of all curricular and extracurricular activities. It is well to check proposed content by asking "Is this part of the record of this year? How much space is it worth? Can we afford it?"

PICTURES

Smart yearbook planners include as many quality pictures of as many people as many times as possible in their books. To insure satisfied customers provisions should be made for clearly visible faces of adequate size, ample space around heads, arrangements which permit easy identification, neutral backgrounds, and conservative portrait poses. Action shots should have strong impact and story telling value. Selection should cover a wide range of subjects and composition should reflect careful, imaginative planning with careful attention to center of interest.

COPY

Copy is also needed to complete the year's record. Write-ups of accomplishments and activities are essential content. So are headings to identify page content and captions to answer logical reader questions. And copy must be good if it is to be read. Color words, interesting style, and punch in writing are musts. Sentences should begin with interesting words. Headings and captions need them, too. Variety is important; so is brevity.

DISPLAY

Good yearbook display caters to readers' preferences as it allows them to follow normal reading habits, makes content easy to find, and provides easy association of related elements. Appropriate display emphasis should also direct reader attention.

TYPOGRAPHY

Readability and attractive appearance should characterize each yearbook type plan. Consistent use throughout the book of the same type face and size for the same purpose is essential. All type elements should be selected from the same or harmonizing type families. Body type should be a good legible book type face 10 point or larger in size. Headings are usually best in a more decorative face 24 point or larger. Identifications and captions should be smaller than body type. Contrast in size, weight, and boldness is essential to lively display.

LAYOUT

Yearbook layout (the arrangement of type areas, pictures, and white space) should be functional, that is, its primary purpose should be effective content display. Therefore, layout pattern or page decoration should never dominate reader attention. Good yearbook layout is artistic, simple, distinctive, unified, neat, and orderly. It majors in verticals and horizontals. Diagonals, circles, and irregular shapes should be used for accent only. Consistent treatment of page elements and effective variety to relieve monotony in page plans are essential to good yearbook layout.

What You Need

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ASSEMBLY PROGRAMS

for November

"BUILDING AMERICA'S FUTURE" Future Teacher's Club

The theme for an educational assembly program in one school, selected by the Cadet Teachers Club, a group composed of senior students who are interested in teaching as a profession, was "Building America's Future." The members of the club conducted a symposium where members presented facts pertinent to the present status of education in America. Much study and discussion of current literature on education took place in preparation for the program.

The stage was arranged to represent a club room in which a meeting was soon to be held. The president and secretary were seated at a desk to the left. At the right stood the piano. Between were arranged the chairs occupied by participating club members. On a table in the corner was a small TV set.

When the curtain went up the group was discovered viewing a TV program. As the music died away, the emcee singled out for interview several high school students whose voices and actions bore testimony to the preparation for life which the American high school is giving its youth.

At this point the club president turned off the TV, called the meeting to order, and presented briefly the subject of the program. He then asked a series of questions which club members volunteered to answer.

The questions and the germ idea of the answers of the students are listed here.

1. What makes a nation really great?

A. "It is a fact that people make a nation great."

2. What makes a good school?

A. "Competent teachers, more than anything else, make a good school."

3. How does our investment in education compare with our other investments?

A. "We must increase educational expenditures to meet the standard of spending in other fields."

4. Does our investment in education really pay?

A. "According to findings of the United States Chamber of Commerce, educational investments pay the largest dividends of anything."

5. Why is character education a matter of such vital importance?

A. "Put the boy together right, and the world will take care of itself."

6. Why was wartime education seemingly so much more efficient than so-called peacetime education?

A. "We educated for war seriously, sparing neither time nor money."

7. What is our answer to present day educational crises?

A. "Equal opportunity for all, with education for peace as seriously considered and as adequately supported as education for war."

8. What can high school do toward building America's future?

A. "High school is where we learn what to do with our hands, our bodies, and our hearts. It is where we learn to live and work."

This program ended with the singing of "God Bless America," as an ideal toward the accomplishment of which American education is directed. It was quite impressive; and seemed to create an excellent attitude upon the part of the students.

A THANKSGIVING ASSEMBLY Various Departments

Thanksgiving assemblies, of course, are traditional. This program was submitted by one high school. Several departments combined efforts to produce one of the most beautiful Thanksgiving assemblies ever presented at our high school. The effect the committee wished to achieve was one of reverence and sacredness in the true spirit of Thanksgiving.

It had long been the custom of the school to have each home room in the junior high prepare a decorated Thanksgiving basket of food to be distributed to charitable organizations. These baskets had always been carried onto the stage by home room representatives as a part of the program.

Since competition among home rooms had become somewhat too keen, the committee felt that the procedure should be varied. Baskets were therefore collected during the first period and arranged across the front of the stage and in an effective pyramid at the rear. The American Flag, school banner, and a few green plants completed the stage setting.

READ! *Believe!* **THINK!** *Evaluate!* **STUDY!**
EXAMINE! *Utilize!* **TEST!**
INVESTIGATE! **ACT!** **ASSIMILATE!**
APPLY! **USE!** *Patronize!* **BUY!**
SCRUTINIZE! **TRY!** **ACT!** **ORDER!**
DELIBERATE! *Be Glad!* **REJOICE!** *Thrill!*

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The students were given a mimeographed copy of the assembly program, just before going into the auditorium. The cover of the program contained a drawing of the horn of plenty and the lines from "The Vision of Sir Launfal."

"Not what we give, but what we share,
 For the gift, without the giver is bare."

At the bottom of the page of the program were the following brief instructions: "Pupils should enter the auditorium without talking and take their seats in a quiet and reverent manner. Because of the sacredness of the program, all applause should be omitted."

The customary Flag ceremony at the opening of the program was dispensed with, and an organ prelude was played by one of the senior girls while pupils filed quietly to their places.

At the close of the organ prelude another senior girl arose from her place on the platform, where all the speakers were seated, and gave the Call to Worship. For this the poem entitled "The Land Where I Should Die," was used. It served to set the tone; as well as the theme for the program.

The Senior A Cappella Choir, seated in the balcony, then sang two hymns, "Bless the Lord, My Soul," and "Praise Ye, Praise the Lord." A history of Thanksgiving and the Thanksgiving proclamation were given by ninth grade girls, who had written their own talks.

Following these brief talks, the entire student body joined in singing "Come Ye Faithful People," under the direction of the music supervisor, who had previously rehearsed the song in music classes.

The next part of the program was the presentation and acceptance of the gifts of food. Our principal had suggested that this year we give a portion of our gifts to an elementary school in a rather needy neighborhood of our city, and he had invited the principal of that school to bring two or three pupils to our assembly to accept the gifts.

Three alert, fifth grade youngsters responded to our ninth grade boy's presentation speech with talks, so refreshing and sincere and real that they completely captivated our high school audience.

"A Thanksgiving Prayer" was then sung by the audience, and a ninth grade girl recited the poem, "The Landing of the Pilgrim Fathers." The last verse of the poem served as a transition to the next part of the program, a symposium on brotherhood, worked out and presented by a group of boys and girls from one of the ninth grade English classes.

A Roman Catholic girl gave a talk on the meaning of brotherhood. A white boy told a

story illustrating complete lack of racial feeling on the part of one of our great war leaders. A Jewish boy told about the celebration and meaning of the Jewish Passover and its connection with Thanksgiving. Closing this part of the program, a Protestant boy read from the Bible a passage on brotherhood.

Before closing the assembly, the student body stood and sang "America the Beautiful" and "God Bless America." They remained standing while the boy who had read the Scripture passage offered a prayer of Thanksgiving, which he had composed.

As a fitting finale, then, from the balcony came the beautiful voices of the choir singing the Choral "Amen," followed by the organ recessional as pupils and visitors filed quietly out of the auditorium. This outstanding program seemed to promote school spirit, pupil cooperation and coordination, and pupil-teacher understanding. It was invaluable.

BOOK WEEK PROGRAM

Library Club, and Various Departments

A school in Connecticut presented an excellent program; report and script follows. Our Library Club has entered many activities in expanding its wings. An assembly program that was most effective was presented during book week. Its purpose was to create an interest in the library and to make students book conscious.

In preparing this program, the club solicited the help of English teachers in selecting suitable actors, the art teacher in making necessary scenery, and the music teacher in arranging musical interludes.

It was decided to dramatize certain familiar characters from great books, and toward this end, students were selected on the basis of their ability to understand English and to present it orally. The students were told what characters they were to portray, and they themselves read the books, chose good selections, and arranged them in monologue or skit form.

For instance, a seventh grade girl who was a good English student and who looked the part was chosen to be Alice in Wonderland. She took the book and selected a scene to act out from the garden of the King and Queen of Hearts.

Then she wrote a short monologue in which she told how she happened to be in the garden, how the gardeners were painting the roses red, and what happened when the royal party walked through.

The art department cooperated by having a ninth grade class make a huge book with giant pages on which the students made watercolor

paintings to illustrate each book that was to be included on the program.

They did such things as deer for "Bambi;" and a picture of Long John Silver for "Treasure Island." At the same time the chorus practiced some quartet and chorus arrangements for "Blow the Man Down," "I've Been Workin' on the Railroad," and "Git Along, Little Dogie."

On the day of the assembly the students filed into the auditorium to the playing of the school band. The lights were dimmed, and the announcer explained that the first part of the program was to be devoted to our national folk heroes—first cousins to "Yankee Doodle Dandy."

The song by this name was sung by a soloist with the audience joining in on the chorus, and the announcer explained that although the song was sung by British troops to tease the colonists in the Revolutionary War, it had been taken over by Washington's troops who sang it, also. Since that time "Yankee Doodle," with a feather in his cap has been an American symbol.

The first skit was about Captain Stormalong and it showed Stormalong as a young man signing on as a cabin boy. He told a little of his ancestors—one helped Noah build the ark, another was with John Paul Jones, etc.

The next folk hero portrayed was Davy Crockett. A boy with a rifle and a coonskin cap took the part of Davy and told of his hunting ability. Johnny Appleseed, John Henry, and Paul Bunyan were also presented by boys who pretended to be these characters and explained the reasons for their fame.

John Henry was blacked up and carried a pickaxe to tell about his race with a machine. For each of these characters there was a page and an illustration in the huge book which stood at one side of the stage. Pages were turned by two smaller girls.

The other folk hero on the program was

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Jesse James, and for him, a class filed onto the stage. One member recited William Rose Benet's stirring "Jesse James," while the rest of the class in chorus did the Missouri River back-ground by filling with the "Roll On, Missouri."

Interspersed in this part of the program were the folk songs already mentioned, with the verses sung by individuals or small groups, and the audience joining in on the chorus.

The second half of the program was devoted to scenes from great books for young folk. Three students did a skit from Tarkington's "Seventeen." Reports were given on Salten's "Bambi" and Knight's "Lassie Come Home."

Fine monologues were presented by Alice in Wonderland and Jim Hawkins who told about the villainy of John Silver in "Treasure Island."

A girl taking the part of Beth from "Little Women," sang "Old Folks at Home," and the program ended with a hilarious dramatization of Tom Sawyer and the "whitewashing." The students who presented this finale were so in the spirit of Mark Twain that the audience was most enthusiastic.

SAFETY FIRST, LAST, AND ALWAYS **Girls' Physical Education Department**

It is quite important that safety be stressed in the schools, continuously, and regularly. An excellent place to present safety codes and regulations and habits and practice is in an assembly program.

An account of a rather unique program has been related by the director of physical education in a girls' school. The explanation follows.

One morning, just before the bell rang, an ambulance arrived in front of our school with its siren blowing full blast. The ambulance stopped and about twenty patients emerged. Among them were some with bandaged heads; some with arms in slings, some crippling along; and others on crutches.

Great speculation ensued as to what on earth had happened. The assembly program was the answer to their stories. One had slipped on a roller skate left on the stairway. Another had upset a pot of hot grits. A third had gotten an electric shock in the bathroom. Another had stepped on a piece of broken glass. Still another stubbed a toe on a rocking chair, etc., etc.

All their stories revealed the danger of accidents in our own homes. It was a perfect build-up for the Director of Safety Week, who made a short talk on the subject of "Home Safe Home."

This was reported as a good example of how we not only built up suspense in a program; but how we made it deal with the problem of safety in a realistic and impressive way. It might be suggestive to other schools—with variations, of course.

"RIDE A HOBBY HORSE" **Assembly Committee**

Schools are attempting to help young people use their leisure time more profitably. Hobby talks represent a variety of fields of interest and are presented once each month in one school.

The purposes of the talks are: 1. To promote interest in hobbies as a leisure-time activity. 2. To give information concerning a hobby. 3. To provide the opportunity for students to contribute something of interest and value to others from their hobbies.

Some titles of the talks given are: Model Airplanes; The Candid Camera; Amateur Radio; The Study of Maps; Cacti Plants; The Soap Box Racer; Photography; Drawing and Sketch Work; Stamps; Dogs; Map Drawing; Making a Miniature Museum; Music As a Hobby; Electrical Work; Puppets; Powered Model Airplanes; Making Model Trains, Cars, Airplanes; Bird Study; Hot Rods; Collections. Of course, there are many others.

A general outline is suggested for the hobby talks, as follows:

1. How I became interested in my hobby. 2. Where I get material for my hobby. 3. How much did my hobby cost to get started? 4. How much does it cost to carry on my hobby? 5. Do I have fun working with my hobby? (a) Time spent; (b) Any sharing of hobby with others; (c) Any peculiar happenings of interest (d) What particular thing do I like best about my hobby? 6. What educational and recreational value does it have? 7. What suggestions do I have for those who wish to start this particular hobby?

The hobby talks are usually outlined in the form of a written script before being presented to the audience. Illustrations and examples are used as visual aids in the presentations.

GUIDANCE BOOKS

Furnished in pre-printed master carbon units for any liquid (spirit or direct process) duplicator.

7th grade—"You Are Growing Up"

8th grade—"You Are A Teen-ager"

9th grade—"Beginning High School"

G. A. Eichler

Albert M. Lerch

The Continental Press, Inc.

Elizabethtown, Pennsylvania

News Notes and Comments

State Student Council Conferences

A series of eight Student Council conferences are being held at as many different schools in Kansas during the first two months of the new school term. Gerald M. Van Pool is the featured speaker. A limit had to be put on the number of delegates from each school because of the increase in the number of schools wishing to participate.

Playing Together

Playing together helps boys and girls learn how to get along with each other. In the upper elementary grades where interests become more pronounced as to sports, and boys want their own games, care must be exercised to see that some activities are planned when boys and girls play together. Square dancing and other co-recreational activities (boys and girls together) in these grades and in high school help them learn and understand how to get along in an acceptable manner. In the ninth grade courses in health education and physical education many schools schedule two days per week for health education, two days per week for physical education with boys and girls in separate classes, and one day per week in co-recreational activities.—Annie Ray Moore; The High School Journal

An Athletic Policy Board

A faculty-student board, called the Athletic Policy Board, is successfully operating in the Culver City, California, High School, according to Roy Charlson, Assistant Principal, as published by The California Journal of Secondary Education. He tells about having organized such a board in a large Los Angeles High School. Included in the articles is a "Code of an Athlete" in use in the high school.

Some of the projects of the board include: in cooperation with a student committee a varsity lettermen's club was established; a school athletic hall of fame was planned and actual work begun; a beginning was made on the compiling of a sports almanac which, when finished, will contain all athletic records and achievements of note in the entire history of the school; and a managers' club for athletics was planned.

Clubs Increase in Numbers

Membership in Allied Youth, a scientific alcohol education program for teenagers, increased to 17,768 or 20 per cent over figures for 1955, Allied Youth headquarters announced. Allied

Youth, founded in 1931, forms Posts as extra-curricular activities and educational clubs in high schools. At present there are 176 such Posts in the United States and Canada. Each Post holds at least two monthly meetings: one an educational meeting to discuss alcohol information; the other a social meeting featuring "Fun without Drinking" for the younger set.

National Club is Organized

Mu Alpha Theta, a national high school mathematics club, has been formed "to engender keener interest in mathematics, to develop sound scholarship in the subject, and to promote enjoyment of mathematics among high school and junior college students."

It is hoped that existing and future mathematics clubs will want to form chapters, which will benefit from services of the national council: Membership certificates and school charters will be issued; topics, speakers, and discussion aids for meetings will be suggested; local publicity will be promoted; and insignia pins and buttons will be made available.

Fees for members and clubs wishing to affiliate will be nominal. Details of the qualifications for membership are available from: Mu Alpha Theta, Box 1127, University of Oklahoma, Norman, Oklahoma.—Illinois Education

Schools Publicize Services

The Clayton, Missouri, Public School System has published an illustrated pamphlet for use by parents describing extracurricular services of the schools.

Besides its informative value, the pamphlet, according to Superintendent Carl L. Byerly, was designed to encourage parent consultation with teachers. The pamphlet was dedicated to former Clayton Superintendent John Bracken.

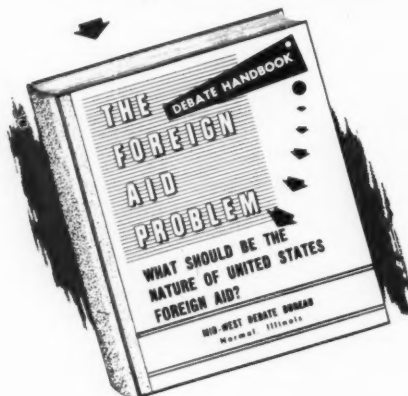
Clayton services include health, physical education, speech, recreation, driver training, pre-kindergarten aid, technical aids, tests and measurements, travel, and camping.—School and Community

Modern Education Improves

Health had no place in the school curriculum of 100 years ago and it wasn't until 1907 that Los Angeles became the first city to require annual health examinations for school children. The National Education Association endorsed health examinations and the employment of school nurses in 1914.—Kentucky School Journal

DEBATE

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Improving the Yearbook

"Folios, page numbers, should be a 'must' in every yearbook . . . be set in attractive, readable numbers or type . . . follow an effective and consistent plan for display . . . avoid skipping several pages (not more than four or five) due to layout plans. An index should be an essential part of every complete yearbook . . . list names of all persons whose pictures appear in the book . . . include numbers (with names) of pages upon which pictures appear . . . contain the names and corresponding page numbers of all groups, organizations, and activities which appear in the book . . . arrange names in alphabetical order . . . be set in small but readable type . . . be displayed in small compact area . . . leave space or use breakers between alphabetical groups." From the "NSPA Yearbook Guidebook."—Scho-lastic Editor

Little Red School House

The "little red school house" of a century ago was almost never red, according to Dr. Edgar B. Wesley, centennial historian for the National Education Association. It was usually white or unpainted.—Kentucky School Journal

Roller Skating

A new newspaper, large size, well printed, is "Skating Reporter," 65 Shadyside Avenue, Dumont, New Jersey. The subscription is only 50 cents a year in the United States, 75 cents a year outside, and it gives news of all kinds of projects and activities in the field of roller skating. The advertisements are most helpful to those who might want to conduct this fine activity. Ask for your free sample copy and learn more about this new roller skating newspaper which claims to be the first one of its kind with a national coverage.—Program Peps

Monel Boat Fittings

Boat fittings are made of Monel nickel-copper alloy because of its good resistance to salt water corrosion.—White Metal News Letter

That's Double Duty For You

Admission to a dance (with music on records) held by a high school student council in Maryland was a parent's membership card in the P.T.A. or the payment of P.T.A. dues.—National Congress Bulletin

How We Do It

STUDENTS ELIMINATE THE HALLOWEEN PRANKS

Colorado City Schools took the pranks out of Halloween. Combined efforts of all grades proved youth **can** work miracles when properly directed.

At a student conference the youngsters learned that the United States is the only country that has put vandalism in Halloween. Ideas were expressed for a constructive celebration; surely it could work here, for students had changed the activities elsewhere.

Only students can make it work, the teachers said. So, students planned to gather clothes for the needy instead of gathering goodies from trick or treat.

The Colorado **Record** took pictures of planning groups and expressed its belief in the new type celebration.

Hutchingson Elementary School children rode the school busses to gather clothes. Afterwards, masqueraded students attended a party at their school with teachers directing the fun.

Junior high had a sock hop. Admittance was a can of food to be given to the needy. The Halloween motif was carried out with the students wearing costumes.

Senior high had the Civic House for a holiday dance. Parents and teachers supervised the party from eight to twelve o'clock.

The primary school P.T.A. served supper for townspeople. A place for costumed little folk was marked off for them to play.

No police calls were made in Colorado City on Halloween. No merchants had property or windows damaged or marked on. Youth caught a vision and rightly took vandalism out of an old Hallowed Day.—Nadine Gordon, Colorado Public Schools, Colorado City; The Texas Outlook

CLASS FINANCES AND MAKES A TRIP

A good example of pupil initiative, resourcefulness, and cooperation is carried on annually by a class in one of the schools in Memphis, Tennessee. The project was instituted a few years ago. The writer of this article was the instructor of that class of pupils at the time of its beginning.

These pupils study Tennessee history, and of course, are interested in the many places they study about in their own state. During the year they talked about places they would like to see and finally decided on Shiloh Park.

The teacher found out the cost of the trip and talked to the principal who was agreeable. Then she and the children set out to find a way to finance the trip.

After much discussion some of the boys and girls decided to take odd jobs and donate their earnings to the fund. However, they felt that this would be slow and uncertain, so they decided to give a dance to raise funds and to have a fashion revue.

After the plans were laid, and the group felt that they could really swing the project, a form letter was sent to the parents telling what the children wanted to do, how much it would cost, and how they proposed to get the money to do it. The parents were asked to indicate whether their child could go or not.

The response was very good and so the children and the teacher began to work toward their goal. The teacher contacted the officials of the park, received information on accommodations, made arrangements for transportation, helped the pupils to decide on a date, and to get a couple of parents to go along with the group.

Throughout the year they discussed things to look for on the trip. They decided to go in May, and they discussed many things before this time. One of these was the way to conduct themselves on the trip. The pupils set up rules to follow.

In the meantime the treasury grew as the children contributed their earnings to the project.

The pupils selected a date, contacted various people until they were able to get some one to play for their dance. The dance was a success because they cleared thirty-three dollars.

They decided to have the fashion show the first Friday after Easter because they felt people would not mind being in it, since many would have new clothes at this time. The fashion show was a success and they cleared fifty-five dollars.

The actual cost of the bus to carry them to Shiloh Park was one hundred and five dollars, so you can see that they were making progress.

When the tenth of May arrived they had more than enough to pay for transportation. The children decided to use the surplus money for food and other incidentals.

The day of the trip dawned bright and beautiful. The children gathered at six o'clock and were on their way. They sang, laughed, joked, and watched for points of interest. The group arrived at nine o'clock at Shiloh Park and spent the day in these interesting surroundings.

They left the park about six o'clock and arrived home around nine o'clock. They made plans for future trips on their way home, saying that they could not wait until next year.

These children had learned much about their heritage and had enjoyed it. They had learned how to get the job done and how cooperation, planning, and determination work together.

As a result of this trip six years ago, the succeeding seventh grade pupils have made trips annually to various parts of Tennessee.—Mary Riley Brooks, Hamilton High School, Hamilton, Tennessee

EVALUATE STUDENT ACTIVITIES

Two common complaints made by student council members and those who work with councils are that the student body does not appreciate and understand the work of the council, and that the council does not spend enough time with the evaluation of its activities. Both of these charges are true and some steps should be taken to overcome them.

Realizing the importance of the student council officer election, the council of Hughes High School devised an evaluation questionnaire which was presented to the students just prior to the election of officers. It was their hope that the questions asked would summarize the year's work and cause the students to realize that the council has important work to perform and that well-qualified officers are essential if the council program is to be carried on effectively.

At the same time the students had opportunity to read over a list of items which concerned council activities. If a majority answered "yes" to a question that activity could be considered successful and worthwhile. If the majority answered "no" the council knew that activity should be studied and some changes should be made.

Here is the questionnaire that was used.

Evaluation of Student Activities Hughes High School 1956-57

The election of student council officers and representatives can be very important to you. Will you check the following questions carefully?



WRITE FOR SPECIAL OFFER

C. J. O'Connor

1702 BOLTON STREET BALTIMORE 17, MARYLAND

After thinking each question over, give either a yes or no answer. Your answers will indicate how much council activities influence your school life. If your answers are largely "yes" you should certainly want to have competent, energetic officers and members who are willing to take the initiative in carrying on activities and in adding new ones to the council program.

1. Did you enjoy every home football game, both junior and senior, where one goal was colorful with blue and white streamers and the other was gay with the colors of the opposing school?

2. Did you visit the concession stand when your throat was dry from yelling or when you were hungry after too much jumping up and down and too much vigorous exercise?

3. Were you present at the party honoring alumni after the homecoming game?

4. Did you dance till twelve and enjoy occasional refreshments at the intermission on this same evening?

5. To help identify some handsome visiting athlete, did you consult the football scoreboards on sale at every game?

6. Have you appeared on some part of an assembly program this year?

7. Have you enjoyed and appreciated the assembly programs each Friday?

8. Was your picture made by our school photographer sometime during the year?

9. Was a snapshot of some activity in which you participated featured in the 1957 yearbook?

10. Have you enjoyed the attractive bulletin boards displayed in study hall each week?

11. Have you read a book from the memorial book shelf in the library?

12. Have you been hospitalized and received flowers from the student body?

13. Did you vote in the November mock election?

14. Was your festive Christmas spirit improved because of a lovely Christmas tree in the cafetorium?

15. Have you been proud of your country and your school as you watched the American Flag fly in front of our school each day?

16. Have you enjoyed an occasional snack because of cokes and Lance products on sale?

17. Have you participated in a campus clean-up campaign during some one week of the year?

18. Have you glanced in the office door and enjoyed the lovely flowers on the superintendent's desk almost daily?

19. Did you contribute to the bangle drive for tuberculosis?

20. Was the painless way of giving, a white elephant sale, a lot of fun when you contributed to the March of Dimes?

21. Were you a senior cheerleader; and by so

being have you received an award sweater?

22. Were you a member of the senior girls' basketball team, and by so being will receive an award of some kind?

23. Did you attend the Arkansas Association of Student Councils' workshop this past year?

24. Have you ever been to a state convention?

25. Have you ever been to a southern convention?

26. Have you ever attended a meeting of the Inter-City council of Eastern Arkansas which is held twice each year?

27. Do you like to be recognized in assembly because of some honor which has come your way or because of some achievement?

28. Did you join in with discussion when plans were being made and work was being done on revision of the student council constitution?

29. Do you occasionally read SCHOOL ACTIVITIES and STUDENT LIFE magazines?

30. Have you looked over the lovely scrapbooks which have been kept for the past eight years? Can you find a clipping about yourself in them?

31. Do you participate in the intramural program and enjoy having such a program?

32. Did you respect and cooperate with your student council president as he presided at each assembly this year?

33. Are you looking forward to the publication of the new school handbook so that you may be sure of rules, regulations, activities, etc. at H.H.S.?

34. Did you help make teacher appreciation day a successful day when you really tried to be unusually nice to all your teachers?

35. Did you go caroling with the group during Christmas holidays when shut-ins were visited?

36. Have you appreciated work done to observe some special occasion each month as Citizenship Day in September, United Nations in October, Thanksgiving in November, etc.?

37. Are you looking forward to the awards assembly when many of your friends and perhaps you will be given recognition?—Julia McKemie, Hughes High School, Hughes, Arkansas.

OPERATION SCHOOL SPIRIT

The setting for this project was a rather small consolidated school located in Central Ohio. The school had one outstanding distinguishing characteristic—lack of school spirit.

With the cooperation of an interested principal, a competent faculty, and an eager but disorganized student body, operation School Spirit was begun.

The first step was to determine the cause of this unhealthy situation. This was not difficult.

One did not have to be a Sherlock Holmes to deduce the elementary and basic fact that the adult populations of both small communities were still bitter over the recent consolidation.

This feeling was fostered in the homes and spread to the younger members of the families. The students in turn carried it to the classrooms, practice fields, and other school activities with them.

Some unifying activity was desperately needed in an effort to make the students forget their petty feelings and to enable them to look upon the school with a feeling of pride as "our school."

Shortly after the end of the football season, I approached the principal with the suggestion that we form an Athletic Club for the school. The purpose of the club was not just to boost the athletic teams in the school, but to fulfill the student body's need for belonging.

The club was not intended to be an exclusive varsity club, but rather was designed to include all interested students, both boys and girls, in grades seven through twelve.

The principal gave me the green light, and the machinery was set in motion. At the first meeting, officers were elected and the club decided they needed some activities to perform if the club were to be successful. A committee was appointed to study some activities that would be beneficial and enjoyable to the club members.

At the next meeting the committee reported that they would like to produce a minstrel show. The idea was presented for the approval of the members at large, was greeted with great enthusiasm, and was approved unanimously.

As sponsor of the club I was drafted to direct the show. Even as I accepted this responsibility I was acutely aware of my limited background and ability along these lines, and immediately began searching for help.

The principal, who had been a music instructor, volunteered to handle the music for the show. Help came next in the form of a very interested and energetic commercial teacher who volunteered to handle the programming and doubled as pianist for rehearsals and performance.

Our biggest asset, however, was the students. Committees were formed to handle advertising, stage management, lighting, and script writing.

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Scenery for the show was made in the school woodworking shop. Student assistant directors were appointed and were largely responsible for the success which the show ultimately enjoyed.

The show was indeed a "shot in the arm" to school morale, but it was only the preview of things to come. The science teacher, noting the unifying effect upon the students, corralled the interest and enthusiasm of the club members and directed it toward better school-community relationships.

It had long been her dream to see a school forest on a large desolate lot near the school. Through the efforts of the club members and a few interested parents we witnessed the birth of a school forest. It was officially dedicated on Arbor Day of the following year with the Governor of the state presiding at the ceremonies.

At this stage of the game I could appreciate how an Atomic physicist must feel. The activities seemed comparable to a chain reaction and included such things as the formation of a school orchestra (student director), a faculty-student donkey basketball game, school dances, community Christmas caroling, improved interest and attendance at athletic events. Above all, a feeling of comradeship on the part of students coming from each of the communities and a strong feeling of "esprit de corps" which pervaded the school, was in evidence.

This is an example of a club that staged a tough uphill battle, but through the combined efforts of students, teachers, and administrators has made "Operation School Spirit" highly successful.—Clarence Burns, 22939 California Avenue, St. Clair Shores, Michigan.

T N T CLUB IS UNIQUE

In room 309 on even-week Tuesdays, strange occurrences take place. A balloon is inflated without air, microscopic particles send a pin-wheel spinning, or multi-colored vapors materialize before your eyes. These phenomena are just a part of the program of the T N T (Telling New Truths) Club. The purpose of this club, as the name suggests, is to provide its members with greater insight and knowledge into the field of chemistry.

Membership in the club is restricted to thirty persons who presently take chemistry or have been students of chemistry in the past. However, due to the large amount of interest shown this year, steps were taken to include thirty new members. Failure to maintain a "C" average or three unexcused absences constitute grounds for being dropped.

Programs are provided by the students or professional men in chemistry. For instance, ex-

periments on the properties of iodine, chlorine, and fluorine were given by two members of the club. Mr. Hunt and Mr. Van Tassel from Texas Tech lectured on the atom and demonstrated the power of the electron.

Other guests have included Dr. Joe Dennis, Professor and Head of Chemistry and Chemical Engineering at Texas Tech; Mr. Donald Ashdown, Professor of Horticulture at Tech; and Mr. Fletcher, who demonstrated the properties of liquid oxygen. Field trips, such as the one taken last year to the Phillips 66 plants at Borger, are being planned.—Bill Case, Tom S. Lubbock Senior High School, Lubbock, Texas.

Among The Books

THE PUPIL ASSISTANT IN THE SCHOOL LIBRARY. By Mary Peacock Douglas. The American Library Association.

Schools have found that student library assistants can have an important place in their total program. Moreover, as the new book by Mrs. Douglas shows, pupils can perform many important routine functions that release the librarian for the duties that require his professional skill. For the library that has or needs a student program, the book provides a concise manual on the means and possibilities of student service, showing how to plan and use it effectively.

Pupil assistants are a necessity in many elementary and high schools. But, as Mrs. Douglas shows, the experience can be of permanent educational and vocational value for the pupil.

In line with her practical purpose, in the second half of the book Mrs. Douglas brings together examples of the forms, questionnaires, and other materials which have been used successfully in student programs in various parts of the country. A complete bibliography is included.—North Carolina Public School Bulletin

WUP! WRONG BOROUGH

Your editor inadvertently got a contributor of an excellent article in the wrong sector of a highly-populated metropolitan area. Morris Gurdon is a teacher in P.S. 184, 31 West 116th Street, New York 26, New York. Apologies are in order—and granted.

Comedy Cues

Six-year-old Mary reported to her teacher that Bobbie had said a very naughty word. When the teacher asked her for details, she said:

"Well, my mother told me never to say such words, but if you'll say all the bad words you know I'll tell you when you come to it."—Ex.

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